

**NOTE TO APPLICANTS:** This document is a description of the application process and contains information, application forms and instructions needed to apply for an award under this competition.

## **PROGRAM DESCRIPTION**

**Name of Grant Program:** Enhancing Education Through Technology (EETT)

**Authorization:** Elementary and Secondary Education Act (ESEA) "No Child Left Behind"  
Title II, Part D, Subpart 1

**Eligible Districts Notified:** September 26, 2002

**Grant Applications Distributed:** November 1, 2002

**Deadline for Applications:** January 31, 2003

**Grants Sent to Readers:** February 5, 2003

**Scores from Readers due:** February 21, 2003

**Executive Committee Convenes/Final Appropriation:** February 28, 2003

**Grant Recipients Notified:** March 5, 2003

### **Goal/Purposes:**

- Improve student academic achievement through the use of technology in elementary and secondary schools
- Assist every student – regardless of race, ethnicity, income, geographical location, or disability – in becoming technologically literate
- Encourage the effective integration of technology resources and systems with professional development and curriculum development to promote research-based instructional methods that can be widely replicated.

The Purposes of the EETT program funds are to:

- Support district/partnership professional development initiatives that enable school personnel and administrators to integrate technology effectively into curriculum and instruction that are aligned with State standards. (Professional development activities must be high quality, sustained, intensive and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and are not 1-day or short-term workshops or conferences.)
- Encourage the establishment or expansion of initiatives that are designed to increase

student access to technology.

- Assist districts and partnerships in the acquisition, development, interconnection, implementation, improvement, and maintenance of an effective educational technology infrastructure in a manner that expands access to technology to students and teachers in qualifying schools and their feeder schools.
- Support the development and use of electronic networks and other innovative methods, such as distance learning, to provide specialized or rigorous courses or curricula to students who would not otherwise have access to such information, particularly those in geographically isolated regions.
- Support local efforts to use technology to promote parent and family involvement in education and to enhance communication among students, parents, and school personnel.
- Support the rigorous evaluation of programs funded under EETT, particularly regarding the impact of these programs on student academic achievement, and ensure that the results are widely accessible through electronic means.

***Absolute Priority***

The absolute priority for Utah's EETT program is for LEAs to target qualifying schools and their feeder schools that:

- 1) a) are high poverty  
AND  
b) are low performing or eligible for program improvement status and/or schools with a substantial need for assistance in acquiring and using technology
- 2) have a NCLB plan consistent with the goals of the state technology plan including:
  - a) identifying and promoting effective teaching strategies that integrate technology
  - b) delivering classroom-focused, sustained, and intensive, high-quality professional development for teachers, principals, administrators and library media personnel to further the effective use of technology in the classroom and library media center
  - c) increasing access to technology for students in high-poverty and high-need schools, or schools identified for school improvement
  - d) collaborating with adult literacy service providers
  - e) evaluating and tracking progress
- 3) coordinate activities with all available funds provided under this subpart with activities and funds available from other Federal (including Title I and Title II and other ESEA programs), state, and local sources to improve student academic achievement including technology literacy.
- 4) have received insufficient EETT formula funds to positively impact student achievement;
- 5) commit 5% of budget for state researcher/evaluator

### ***Competitive Priority***

Competitive priority will be given to applicants who:

- 1) submit grant proposals of sufficient size, scope and duration (sustainability) to effectively improve student academic achievement
- 2) demonstrate that technology professional development activities are fully integrated with district professional development activities
- 3) form partnerships with other LEAs, Higher Ed. Institutions, libraries, and/or other private and public for-profit and non-profit entities with technology expertise to improve the use of technology in instruction
- 4) include EETT formula funds in the planned activities
- 5) require each school complete the annual state technology survey/needs assessment and have on file the type and costs of technology that will be acquired with these funds and other Federal, State, and local sources

### ***Eligible Applicants:***

A qualified grant recipient is either a “high-need local educational agency” or an “eligible partnership.”

A “high-need local educational agency” is an LEA that

- 1) is among those LEAs in the State with the highest numbers or percentages of children from families with incomes below the poverty line  
AND
- 2) serves one or more schools identified for improvement or corrective action, OR
- 3) has a substantial need for assistance in acquiring and using technology.

A substantial need for assistance in acquiring and using technology includes a lack of one or more of the following:

- 1) Professional Development for Technology Leadership – school has need for technology integration leadership team
- 2) Infrastructure Improvement and Technology Support – school has need for timely technical support and/or network infrastructure is insufficient to meet academic needs
- 3) Classroom Models for Inquiry-Based Student Access – Students lack access to technology tools in the classroom and teachers are not yet using technology with a student-centered, inquiry-based pedagogy

An “eligible partnership” is a partnership that includes at least one high-need LEA and at least one of the following:

- 1) other LEA that can demonstrate that teachers in its schools are effectively integrating technology and proven teaching practices into instruction, based on a review of relevant research, and that the integration results in improvement in classroom instruction and in helping students meet challenging academic standards.
- 2) an institution of higher education that is in full compliance with the reporting requirements of section 207(f) of the Higher Education Act of 1965, as amended, and that

- has not been identified by the State as low-performing under that act.
- 3) a for-profit business or organization that develops, designs, manufactures, or produces technology products or services or has substantial expertise in the application of technology in instruction.
  - 4) a public or private nonprofit organization with demonstrated expertise in the application of educational technology in instruction.
  - 5) multiple qualifying LEAs.

*This program is governed by the Uniform Provisions and requires the equitable participation of students and teachers in private schools located in school districts where grants are awarded.*

*Only qualified LEAs may apply for EETT competitive grant funds. An LEA may submit up to two grant applications in one of the following ways:*

- A. one district application and up to one partnership application.
- B. up to two partnership applications.

**Note: A local education agency must serve as the fiscal agent in a partnership.**

### **Use of EETT Competitive Funds:**

#### **Category 1 - Professional Development for Technology Leadership:**

Each grant recipient must use at least 75% or more of its funds to provide classroom-focused, ongoing, sustained, and intensive high-quality professional development to help leadership support technology tools/resources to enhance teaching and student academic achievement of the Utah State Core Curriculum.

Some uses of these funds might include:

- Preparing an administrator and one or more teachers in schools as a technology leadership team
- Conducting technology leadership academies for administrators
- Developing technology integration specialists
- Improving student academic achievement through innovative uses of technology

#### **Category 2 - Infrastructure Improvement and Technical Support:**

Each grant recipient must use 50% or more of its funds to provide focused, ongoing, sustained, and intensive high-quality technical professional development.

Some uses of these funds might include:

- Developing technology support specialists
- Acquiring connectivity linkages, upgraded wiring and networking resources
- Developing a local Cybercorps/Gen Y program where students assist/train teachers on technology applications; maintain school computers and networks and develop workforce skills.

#### **Category 3 - Classroom Models for Inquiry-based Student Access:**

Each grant application recipient must use at least 25% of its funds to provide ongoing,

classroom-focused, sustained, and intensive high-quality professional development. Remaining funds are to increase access to technology tools for students. Funds are to focus on classrooms, grade levels or academic departments in qualifying schools to raise student academic achievement by fostering a deeper understanding of the core curriculum.

Uses of these funds must include research-based practices such as:

- Providing student-centered, inquiry-based professional development (e.g. E-Mints)
- Supporting a Student Portfolio Project to demonstrate academic competency (e.g. Helen Barrett)
- Supporting 6 Traits of Writing to improve literacy
- Supporting Big 6® to foster critical thinking skills

**Total Funds Available:** \$1,462,262

To the extent possible, competitive funds will be distributed equitably among geographic areas within the State, including urban and rural communities.

***Range of Competitive Grant Awards:***

Category 1 - Professional Development for Technology Leadership:

Up to \$40,000 per participating school

\*\* 5% of all grant awards must be designated for state research/evaluation

Category 2 - Infrastructure Improvement and Technical Support:

Up to \$30,000 per participating school

\*\* 5% of all grant awards must be designated for state research/evaluation

Category 3 - Classroom Models for Inquiry-based Student Access:

Up to \$40,000 per participating classroom/department/grade level

\*\* 5% of all grant awards must be designated for state research/evaluation

***Estimated Distribution of Funds for Each Year (\$1,462,262 per year for 2 years):***

Category 1 - Professional Development for Technology Leadership:

Up to \$400,000

Category 2 - Infrastructure Improvement and Technical Support:

Up to \$250,000

Category 3 - Classroom Models for Inquiry-based Student Access:

Up to \$800,000

[funds not expended in the first two categories will be expended in this category]

***Length of Grants:***

Up to 2 years, contingent upon successful implementation as determined by meeting measurable objectives.

***Monitoring/Accountability of Grant Recipients:***

Each grant recipient will be required to:

- 1) Submit an annual reconciliation report of proposed/actual expenditures
- 2) Prepare bi-annual evaluation reports, detailing the accomplishments and achieved measurable objectives as requested by the state researcher/evaluator for formative and summative evaluation activities.
- 3) Present an annual evaluation report to the EETT executive committee and other EETT grant recipients.
- 4) Collaborate with state researcher/evaluator.

**Submission Requirements:**

A complete application requires all of the following parts, assembled in the order indicated:

- 1) Application Cover Sheet signed by the fiscal school system superintendent (Form 1)
- 2) Competitive Application (Forms 2-5)
- 3) Letters of commitment from participants (Form 6)
- 4) Links to LEA supporting plans (e.g. technology, NCLB, etc)

An original and three copies of the application must be submitted no later than 4:00 p.m. on Friday, January 31, 2003, to:

Rick Gaisford  
Utah State Office of Education  
250 East 500 South  
P.O. Box 144200  
Salt Lake City, Utah 84114-4200

Please send an e-mail attachment of the completed grant application to [eettcommittee@uen.org](mailto:eettcommittee@uen.org) by Friday, January 31, 2003

**Program Contacts:**

Rick Gaisford - (801) 538-7798  
USOE Educational Technology Specialist  
[rgaisfor@usoe.k12.ut.us](mailto:rgaisfor@usoe.k12.ut.us)

Kathleen Webb - (435)586-6160  
USOE Online Tools Specialist  
[webb\\_k@suu.edu](mailto:webb_k@suu.edu)

**Technical Assistance:**

A briefing for applicants will be held Thursday, September 26, 2002 in Park City at the Yarrow and November 20 at USOE. Other assistance in developing applications is available upon request. Supporting and qualifying data is available at <http://www.usoe.org/curr/edtech/>

**Form 1 - Application Cover Sheet**

Download this application in Word format – <http://www.usoe.org/curr/edtech/grants/fed/>

Fiscal LEA:

Fiscal LEA Superintendent Name:

Fiscal LEA Superintendent Signature:

Signature Date:

Primary Contact Name:

Primary Contact Telephone:

Primary Contact Fax:

Primary Contact E-mail:

Grant Category:

- Professional Development for Technology Leadership
- Infrastructure Improvement and Technical Support
- Classroom Models for Inquiry-based Student Access

Grant Type:

- Single LEA
- Partnership

Amount Requested: \$

**Form 2 - Participant Details**  
**(See the Absolute Priorities Rubric.)**

**LEA/Organizations**

LEA/Organization Name	Benefit/Service to Grant	Date EETT Assurances Signed by Superintendent	LEA Percentage or Number of Students in Poverty	LEA EETT Formula Funds per student Amount	Percent of LEA EETT Formula Funds Transferred to Other Programs

(Insert as many rows as needed.)

**Participating Schools**

District	School Name	Percentage or Number of Students in Poverty	Criteria for Selecting this School	[Need of Technology/Low Performance, etc.]	Benefit from Grant \$	Submitted Dec 2001 Survey yes/no

(Insert as many rows as needed.)

**Form 3 – Budget Narrative and Budget Detail**  
Download the budget detail sheets in Excel format at  
<http://www.usoe.org/curr/edtech/grants/fed/>

**Budget Narrative:**

**Please summarize the budget (up to one page). Describe sources of income for the project and detail uses and amounts from EETT formula funds and other NCLB funds.**

**Form 4 - Executive Summary (2 pages or less)**  
**(See the Competitive Priorities Rubric.)**

Title

Abstract

Needs and Goals

(Include alignment with 5 year technology plans and NCLB activities.)

**Form 5 - Project Details (6 pages or less)**  
**(See the Competitive Priorities and Grant Focus Rubrics.)**

Grant Title:

Project Goals:

(Please include information about student academic achievement and student access to technology.)

Project Steps:

(Please include information about integration outcomes and community involvement.)

Project Evaluation:

Project Research Basis:

(See the rubrics for the grant category for topics to address in the narrative. Please note any significant differences between the research-base and this project.)

Project Narrative:

Supporting Links

**Form 6 - Partnership letters of support**

Enclose a signed letter from each Partner Organization indicating:

- support for the grant,
- support for the goals stated within this grant application and
- intention to abide by the assurances for NCLB flow-through monies.

**EETT Competitive Grant Evaluation Rubrics:**  
**Absolute Priority**

		Yes/No
1a) Qualifying LEAs – Poverty	Targeted LEAs in grant application are high poverty.	
1b) Qualifying Schools - Need	Targeted schools are low performing or designated as having substantial need in acquiring and/or using technology.	
2) Assurances / Commitment to Technology	Grant's proposed activities are structured to guarantee EETT assurances. All formula ESEA funds allocated under Title II Part D are committed for technology professional development and activities.	
3) Planning Alignment	Grant activities are closely aligned with district(s) 5 year technology plans and NCLB activities.	
4) Formula Funds Adequacy	Less than \$20 per student in EETT formula funds	
5) Budget	LEAs commit 5% of grant amount to an independent state researcher/evaluator to be identified by EETT executive committee.	

**\* NOTE: All Absolute Priorities must be met to qualify for the competition.**

**EETT Competitive Grant Evaluation Rubrics:**  
**Competitive Priority**

1) Size, Scope, and Duration  Professional development activities are unclear.  Proposal is not specifically targeted to student achievement needs.	Professional development activities are clear and address some of the Utah Staff Development Guidelines for context, process and content.  Grant targets student achievement needs.	Professional development activities are clear and address many of the Utah Staff Development Guidelines for context, process and content.  Grant targets student achievement needs.	Professional development activities address all Utah Staff Development Guidelines for context, process and content.  Grant targets student achievement needs.
2) Professional Development Activities...	...propose to continue existing practices without clear data that it increases student achievement.	...propose to remedy specific issues that qualify the grant application using practices proven by scientific research to increase student achievement.	...propose to remedy specific issues that qualify the grant application using research-based best practices.
3) Partnership Priority	Grant has no significant partnerships.	Grant includes partnerships, but benefit to the grant activities is not clear.	Combined Urban-Rural partnerships are integral to accomplishing the proposed activities to improve the use of technology in instruction. Benefit of grant partnerships is clear and compelling.

4) Leveraging Formula Funds	Grant budget does not include formula funds.	Grant budget includes some formula funds.	Grant budget is integrated with LEA's EETT formula fund expenditures.	Grant budget is integrated with LEA's NCLB formula fund expenditures.
5) Survey	At least 25% of schools have completed the December 2001 Ed Tech Survey.	At least 50% of schools have completed the December 2001 Ed Tech Survey.	At least 75% of schools have completed the December 2001 Ed Tech Survey.	100% of schools have completed the December 2001 Ed Tech Survey.

## Overarching Quality Evaluation **Grant Focus**

<b>Grant Focus</b>	<b>Score</b>	<b>Description</b>	<b>Project Description</b>	<b>Overall Rating</b>
1) Student academic achievement through the use of technology.	2	Project may improve student academic achievement through the use of technology.	Project is based on scientifically-based research and will clearly improve student academic achievement through the use of technology.	3
2) Student Classroom Technology Access	2	Project doesn't increase student classroom-access to technology.	Project will improve the human or technical infrastructure to support technology, but student classroom access and student technology literacy may not be increased.	4
3) Community Involvement	1	Project doesn't include parent and family communication with the local school.	Project includes parent, family and community communication with the local school.	3
4) Evaluation	2	Project has processes in place to collect summative data for the	Project has processes in place to collect and disseminate summative data for the	4

	state researcher/evaluator.	state researcher/evaluator and formative data for the project participants.	for the state researcher/evaluator and formative data for the project participants.	Project has processes in place to collect and respond to student academic achievement data as it relates to project interventions and to communicate fully among grant participants over the project's life span.
5) Budget Alignment	Budget items not connected to project activities. Budget does not include EETT formula funds and other NCLB funds.	Budget items vaguely support project activities. Budget includes formula EETT funds but connection to grant activities is unclear.	Budget items support project activities. Budget is clearly integrated with formula EETT funds.	Budget items clearly support project activities. Budget is clearly integrated with formula EETT funds and other NCLB funds.

**Category 1**  
**Professional Development for Technology Leadership**

	1	2	3	4
1) Leadership Research/Standards	Identifies current research in educational technology leadership.	Disseminates research findings to the leadership team. (and 1)	Applies principles and practices of educational technology leadership. (and 1,2)	Implements research based leadership strategies in educational technology. (and 1,2,3)
2) Leadership Team: Principal (Builds capacity of Principal to...)	...ensure classroom access and opportunity to use technology resources appropriately.	...establish policies and priorities for technology use. (1)	...secure multiple funding sources for technology. Provide release time for technology training. (and 1,2)	...provide building level Instructional Technology Specialists. Form alliances collaborations, and partnerships.(and 1,2,3)
3) Leadership Team: Teacher(s) (Builds capacity of Teacher(s) to...)	...analyze methods and facilitate instructional strategies that support integration of technology tools. (Refer to Ed Tech Core.)	...implement methods and strategies for teaching concepts and skills that support integration of technology productivity tools. (and 1)	...model the use of technology resources using core curriculum. (and 1,2)	...mentor other teachers on how to effectively integrate technology in the classroom. (and 1,2,3)
4) Leadership Team: Instructional Technology Specialist(s) (Builds capacity of Technology Specialist(s) to...)	...troubleshoot software/hardware problems.	...provide support to staff. (and 1)	...model use of technology. (and 1, 2)	...mentor sustained, ongoing use of effective technology integration in the classroom. (and 1,2,3)
5) Builds the capacity of the Leadership	...learn the applications involved in project-	...create project-based activities	.implement project-based learning activities	...develop electronic portfolios to publish and

Team to...	based learning. (Refer to Ed Tech CORE.)	around teachers using technology tools. Align to the state CORE. (and 1)	in the classroom. (and 1,2)	share student project- based learning activities and projects. (and 1,2,3)
6) Professional Development/Training Model	One time workshop and after school training.	Substitute during the day. Per-diem pay after school training.	Model/mentor teaching in the classroom. Conduct Technology Leadership Team academies/Institutes with in-school follow- up	Sustained/ongoing in classroom/schools/ district(s) with students integrating technology tools in core subjects. (3)

**Category 2**  
**Infrastructure Improvement and Technical Support**

	1	2	3	4
1) Current Infrastructure Limitation	Students and teachers are not currently using their infrastructure for educational purposes.	The current network infrastructure is not being fully utilized by students and teachers for educational purposes. They are using the technology tools that are available to them even though the infrastructure is inadequate.	The current network infrastructure is being utilized by students and teachers for educational purposes. They are using the technology tools that are available to them even though the infrastructure is inadequate.	The current network infrastructure is being highly utilized by students and teachers for educational purposes. They are using the technology tools that are available to them even though the infrastructure is highly inadequate.
2) Proposed Student Infrastructure	Students will not have access to network resources on a regular basis.	Students will have reliable access to and will utilize internet resources, local network printers, file servers, and intra-school and district resources on a regular basis.	Students will have reliable access to and will utilize internet resources, local network printers, file servers, and intra-school and district resources on a regular basis in the classroom.	Students will have reliable access to and will utilize internet resources, local network printers, file servers, and intra-school and district resources on a regular basis in the classroom to support a project-based learning environment.
3) Proposed Teacher Infrastructure	Teachers will not have access to network resources on a regular basis.	Teachers will have reliable access to and will utilize Internet resources, local network printers, file servers, and intra-school and district resources on a regular basis.	Teachers will have reliable access to and will utilize Internet resources, local network printers, file servers, and intra-school and district resources on a regular basis in the classroom.	Teachers will have reliable access to and will utilize Internet resources, local network printers, file servers, and intra-school and district resources on a regular basis in the classroom to support a project-based learning environment for their students.
4) Current need for	On campus, site specialists, district	On campus district, regional service center	Off campus regional service center and/or vendor technical support	Off campus vendor only technical support.

<p><b>Technical Support</b></p> <p>technicians, Regional Service Center and vendor technical support. Repair time could be minutes, because of on-site personnel</p>	<p>and/or vendor technical support. Repair time may be hours, because of scheduling</p>	<p>support. Repair time may be days, because of travel and/or scheduling</p>	<p>Repair time may be days, because of travel and/or scheduling</p>
<p><b>5) Professional Development Model</b></p>	<p>Staff development model has not been fully described.</p>	<p>Staff development models are described but are not research-based and are not fully developed. Model does not meet the specific technical support needs of the organization.</p>	<p>The staff development model is research-based and proven to be successful. The staff development content is appropriate and specific for addressing the support needs of the organization. Staff development model focuses on providing technical support to students and teachers.</p>

### Category 3

#### Classroom Models for Inquiry-Based Student Access

	1	2	3	4
1) Classroom Use	Staff development focuses on using technology as a reward for students. Technology staff development isn't tied to classroom educational objectives. Teacher skill training is primarily focused on technology to aid in classroom administrative tasks. Model promotes student access to technology in labs.	Staff development focuses on researching online lesson plans and resources for modification and adaptation into classroom activities. Model has a mixture of student access points, but relies mostly on student labs.	Staff development includes researching online lesson plans and resources for modification and adaptation into classroom activities. Vision portion of staff development includes teacher's role in merging computer and classroom instruction. Staff development products are mainly collaborative projects. Model has a mixture of student access points, but relies mostly on classroom access.	Staff development targets core areas helping the teacher to acquire a variety of integration techniques to enrich classroom instruction with technology activities. The instructional delivery method is based on the content's learning objective and on available equipment. Model requires student access to technology in the classroom.
2) Management		Model emphasizes equal technology access by students. Manages student computer-use directly by teaching applications to students as needed.	Model empowers teachers to develop routines for common tasks including seating, traffic flow, assessment, getting help, peer tutoring, feedback and assessment of curricular and behavioral objectives. Classroom management includes learning how to make alternate plans in case of technology failures or Internet sites being unreachable.	Model promotes student group use of computers for classroom product or project activities. Staff development model does not include using drill and practice as a way to effectively involve students in technology. Teacher learns how to mentor student use - separating the glitz from quality content. Teachers learn effective use of assessment via rubrics. Model

	Software. Model promotes the use of lab aides to guide student computer use.	classroom areas for easy monitoring of student use.	includes how to form and support peer-resource teams to mentor students in technology applications.
3) Resources Featured in Professional Development	Model focuses on prepackaged technology materials in classroom instruction.	Model includes a balance of prepackaged materials and online resources.	Model includes building a teacher's capacity to share effective resources and practices with others.
4) Staff Development Model	Staff development mainly promotes use of a word processor and a printer for classroom reports, or of drill and practice type software.	Staff development promotes how to create tutorials. Encourages printing student work to share with others.	Staff development focuses on high quality inquiry-based, student-centered teaching using student activities such as high-quality webquests. Staff development is comprehensive in developing skills needed by teachers to use technology as an integral part of students achieving curriculum mastery.
5) Student Assessment	Model focuses on assessing class rather than individual student products.	Model includes how to gather qualitative feedback from students on computing activities.	Model teaches teachers how to design, deliver, and assess student learning activities that integrate computers/technology for a variety of student grouping strategies and for diverse student populations. Teachers become fluent in designing and using rubrics.
6) Integration	Model promotes student access to several types	Teaches how students use product-focused	Students regularly participate in telecommunications, support problem solving, data

<p>of applications such as word processing, database, spreadsheet, drill and practice, etc. where appropriate.</p>	<p>software such as HyperStudio, SURWEB, and PowerPoint and/or communications software such as e-mail and an Internet browser. (and 1)</p>	<p>product-based activities and projects that support classroom instruction. (and 1,2)</p>	<p>collection, information management, communications, presentations, and decision making. Model promotes technology as a natural tool for student-centered teaching and learning. (and 1,2,3)</p>
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# **Utah Educator Professional Development Guidelines**

(adapted from National Staff Development Council)

The primary purpose of professional development is to ensure high levels of learning for all students through improved professional learning experiences for every school employee who affects student learning. These standards are intended to be used by schools and school districts to improve the quality of their professional development efforts so that student learning will be increased. Recent research identifies and supports the link between student achievement and the professional learning of educators. The standards fall into three categories: context, process, and content. Context standards describe "where" the learning will be applied, the organizational environment in which improved performance is expected. Process standards refer to "how" the learning occurs. Content standards refer to "what" is learned.

## **Context Standards**

*Professional development that improves the learning of all students:*

- Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)
- Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
- Requires resources to support adult learning and collaboration. (Resources)
- Appropriates at least 10% of the total operating budget for professional development (Money)
- Provides job-imbedded time for educators to engage in continuous improvement. (Time)

## **Process Standards**

*Professional development that improves the learning of all students:*

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
- Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
- Prepares educators to apply research to decision-making. (Research-Based)
- Uses learning strategies appropriate to the intended goal. (Design)
- Applies knowledge about change and human learning. (Learning)
- Provides educators with the knowledge and skills to collaborate. (Collaboration)
- Provides knowledge, skills and attitudes regarding organizational development and systems thinking. (Organization/Systems)
- Provides for the phases of the change process: initiation, implementation, and institutionalization. (Change)

## **Context Standards**

*Professional development that improves the learning of all students:*

- Prepares educator to understand and appreciate all students;; create safe, orderly, and supportive learning environments; and hold high expectations for students' academic achievement. (Equity)
- Addresses diversity by providing awareness and training related to the attitude, knowledge, skills, and behavior needed to ensure that an equitable and quality education is provided to all students. (Diversity)
- Enables educators to provide challenging, developmentally appropriate curricula that engage students in integrative ways of thinking and learning. (Developmentally-Appropriate)

- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting the Utah Core Curriculum, and prepares them to appropriately use various types of classroom assessment. (Quality Teaching)
- Provides educators with knowledge and skills to appropriately involve families and other stakeholders. (Family Involvement)
- Prepares educators to combine student academic goals with service learning. (Service Learning)
- Increases educators' ability to sue in the IEP/SEP/SEOP process in facilitating self-directed learning (Self-Directed Learning)
- Increases knowledge and practice of organization and instruction through interdisciplinary communities. (Interdisciplinary Communities)